

2024 annual report to the Community

Bertram Hawker Kindergarten

Bertram Hawker
Kindergarten
number: 4607

Partnership: Greenhill South



Preschool director:

Margie
Colton

Margie Colton

Date of endorsement:

15/03/2025



Context Statement

Information about Bertram Hawker Kindergarten is available on the centres website, as well as the Australian Children's Education and Care Quality Authority (ACECQA) website.

Governing Council Report by Amelia Baker, Governing Council Chairperson

There have been so many highlights and achievements at Bertram Hawker Kindergarten this year, and it has been wonderful being part of the Governing Council to help achieve these successes. The Governing Council is a committee made up of dedicated parents, who work closely with the staff to support the running of the kindergarten. I would like to thank my fellow Council members for your commitment to supporting the kindergarten. It has truly been a great team and I'm really proud of what we have achieved together. In addition to reviewing the kindergarten's key goals, finances and policies, the Council has played a key role in planning and delivering fundraising events, with the highlight being the Spring Fete and Art Show. This was a hugely successful event, not only in terms of the money raised which will be used for kindy upgrades, but also because of the strong sense of community that was present at the Fete. And it's this sense of community which I think is a key part of that Bertram Hawker "vibe".

Throughout the year we have encouraged family involvement to build that sense of community. A key focus has been inviting families to contribute to the kindy program in ways that celebrate and share their strengths, beliefs and cultures. Many children have brought their parents or carers into kindy this year to share experiences that are special to their families. Some of these have included Persian New Year, Greek Easter, Valentines Day, Halloween, and visits to special places, both within Australia and internationally.

We have also valued the contribution of families to the kindy throughout the year in other ways, such as regular working bees, and helping with the library and animals from Nature Education Centre.

Another achievement of the year can be seen in the way that we have continued to encourage and value children's "mark making", as part of the kindergarten's Quality Improvement Plan. Regular opportunities have been provided for children to express their thinking and ideas, using a range of diverse materials, including new blackboards that were made and installed by one of our parents and Governing Council members, (under the watchful eyes of the kindy children)! An important focus this year has been encouraging conversations around mark making, to help children expand on their ideas.

Another highlight this year has been the buddy program with Glen Osmond Primary School, which has incorporated Aboriginal and Torres Strait Islander learning. An excursion to the Adelaide Botanic Gardens, led by Aboriginal Educator Trent Hill, provided another opportunity for children to learn about Aboriginal perspectives in meaningful and authentic ways.

A major milestone this year has been the completion of the building works at the kindergarten, which has included new offices on the southern side, new flooring and another learning space, which the children have named "the Rainbow Room". It has been a much longer process than expected, and I want to thank the staff for the incredible patience and flexibility they have shown during this time. The children's overall kindy experience has not been impacted by the building works, thanks to the excellent planning by the staff, and the wonderful outdoor spaces we have here.

Some final highlights I would like to mention include the Musical Muscles program with Caleb, which the children love so much, an incursion with the Art Gallery of South Australia, as well as visits to the aged care residents at the War Veterans Home. Another important achievement is the recommencement of playgroup on Friday mornings, after a period of absence due to the building works. I have been personally involved in this project, and it has been wonderful seeing the collaboration between kindy staff and parents, to come up with a revised model of playgroup which is drawing in families again and reflecting that strong sense of community. In fact, collaboration and partnership are terms that are instrumental to our experiences at Bertram Hawker. Thanks to a relationship-focused approach, the kindergarten's philosophy of 'all working and learning together' is evident in our day-to-day interactions, and the result is a strong sense of belonging. My heartfelt thanks go out to all of the kindy Educators, for being so approachable and reflective, for listening and caring, and for creating a warm and safe environment for our children to thrive.

Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2021 centre		93.9%	95%	93.8%
2022 centre	94.3%	82.6%	90.8%	88.8%
2023 centre	95.5%	88.7%	92.2%	92.8%
2024 centre	93.4%		89.4%	

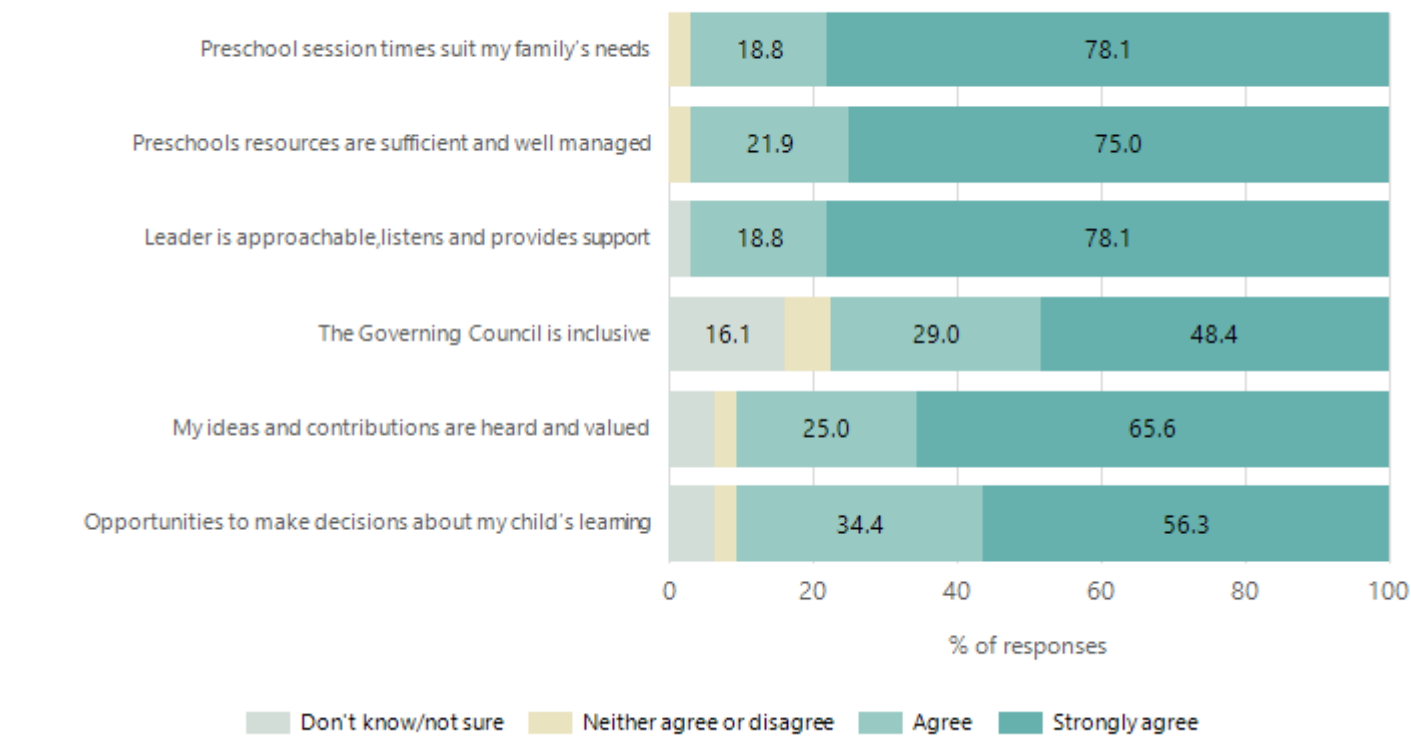
Based on attendances recorded in the two-week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours. Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled.

Attendance Comment

In South Australia, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing communication, problem-solving and creative skills. All children are entitled to access a preschool program over 4 terms the year before they start school.

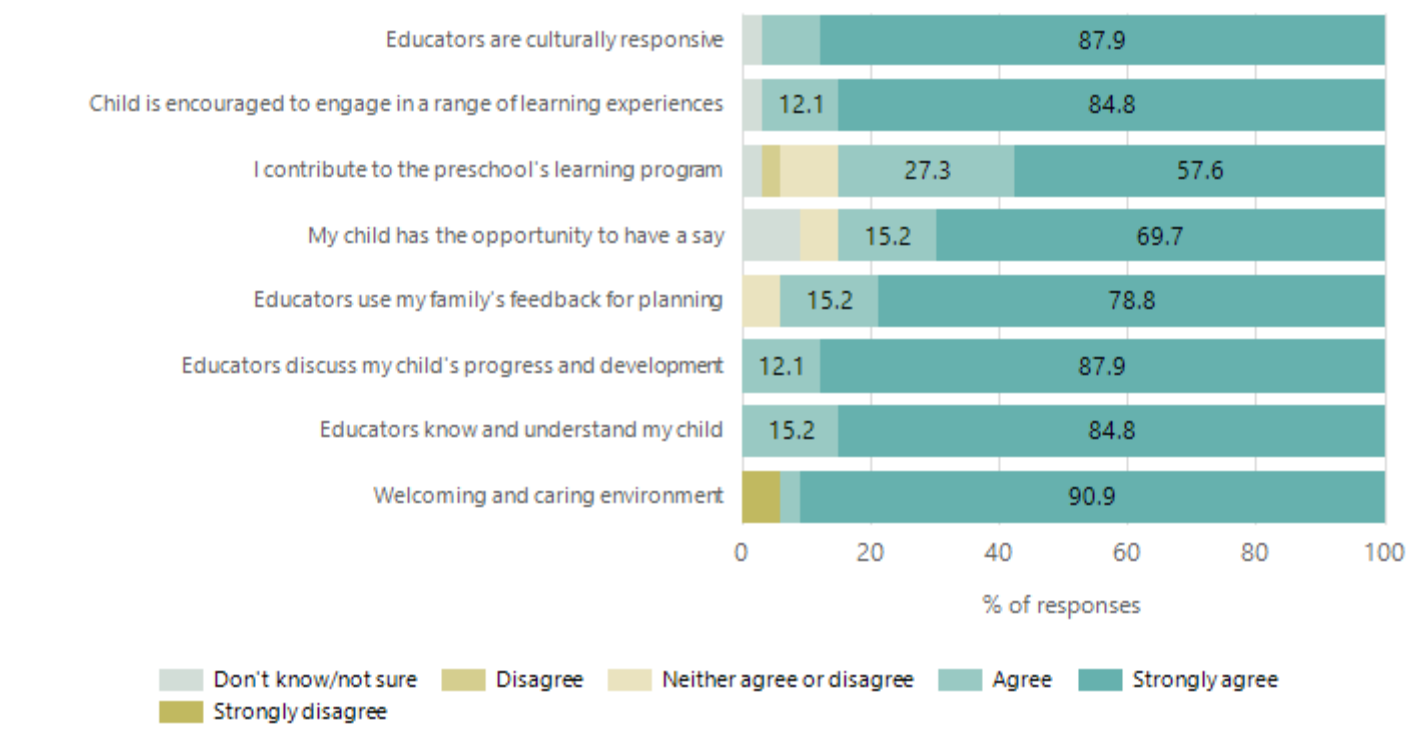
Preschool Family Opinion Survey

Governance, Leadership and Management



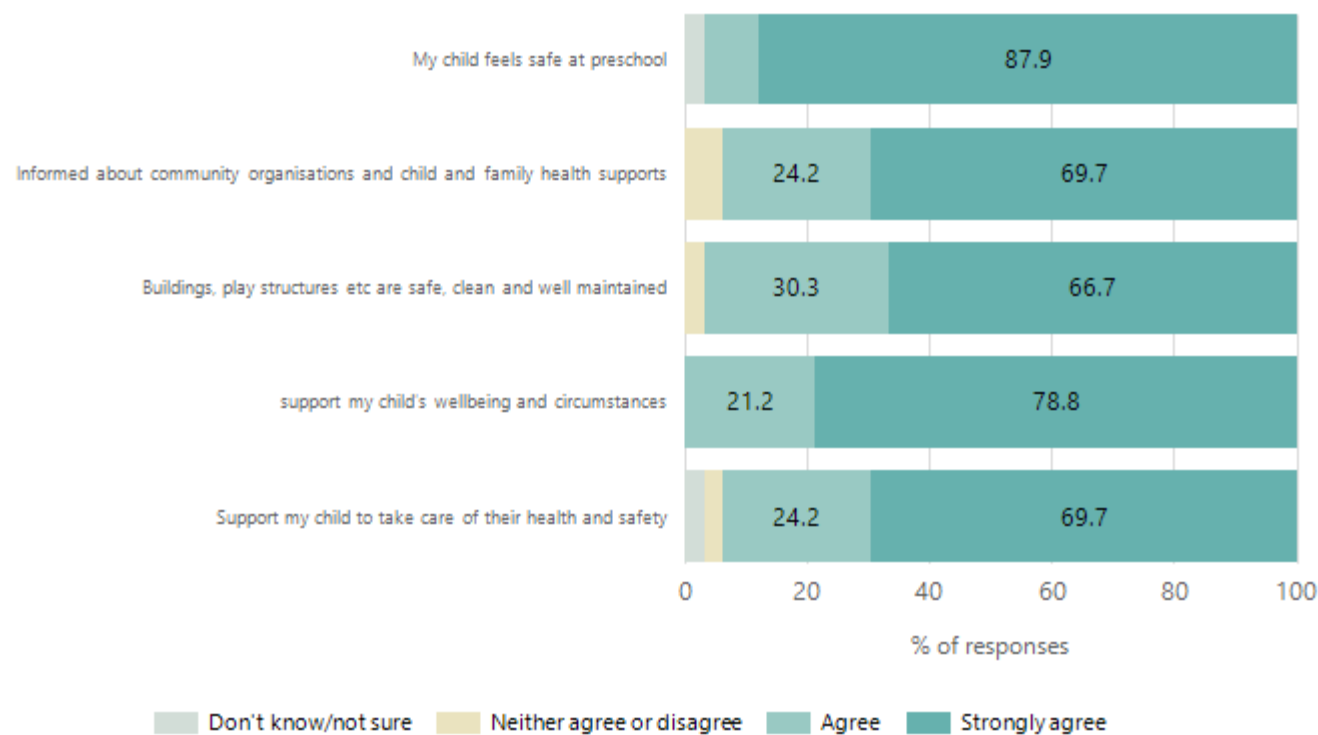
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Quality of Teaching and Learning



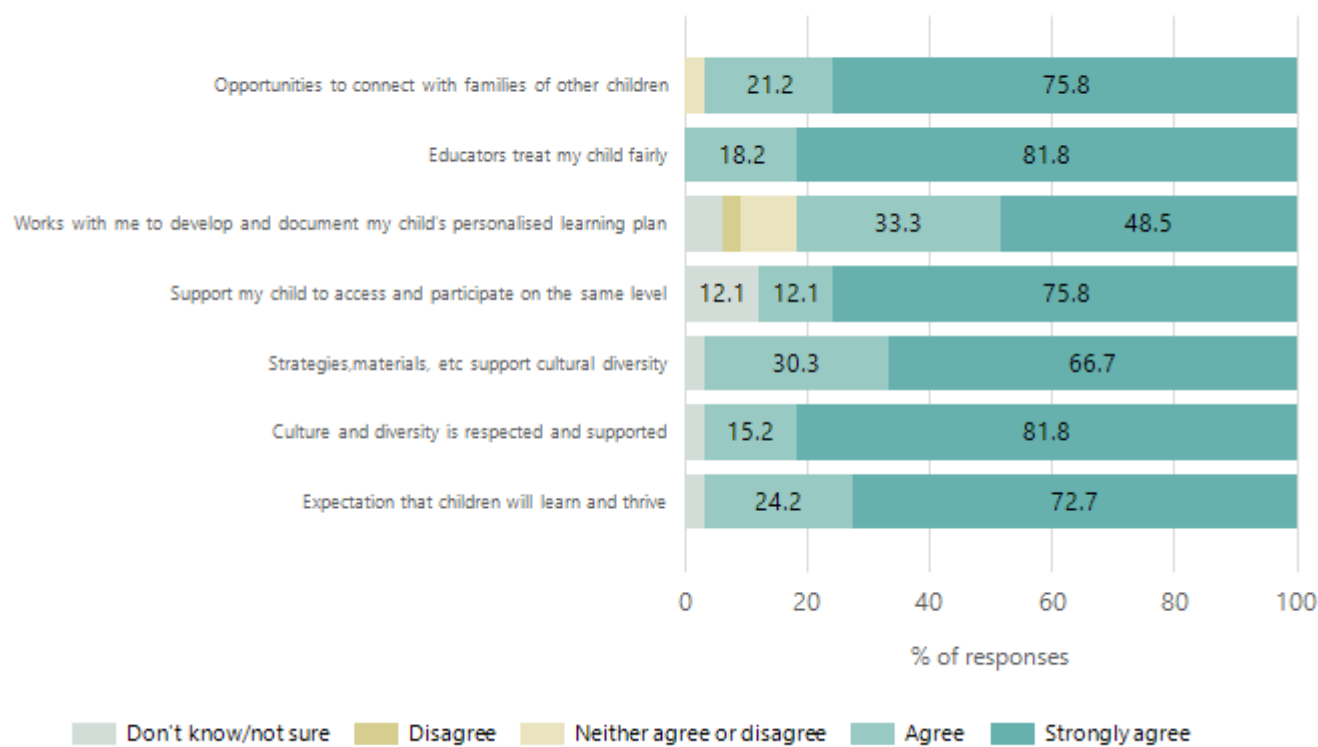
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Safety, Health and Wellbeing



Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Support and Inclusion



Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Destination Schools

Feeder Schools (Site number - Name)	2022	2023	2024
0152 - Glen Osmond Primary School	43.9%	49.3%	46.6%
Unknown	7.0%	6.9%	6.9%
0447 - Unley Primary School			4.1%
0647 - Linden Park Primary School	28.1%	15.1%	11.0%
9999 - Unknown	12.3%	19.2%	21.9%

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2024.

Highest Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor's degrees or Diplomas	4
Postgraduate Qualifications	1

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	3.6	0.0	2.2
Persons	0.0	5.0	0.0	3.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$522,875
Grants: Commonwealth	Nil
Parent Contributions	\$53,190
Fund Raising	\$7,560
Other	Nil

Data Source: School supplied data.